

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEAS EDUCATION AGENCY JAN 23 PM 1:40 2014 TEA DOCUMENT CONTROL CTR 1701 NORTH CONGRESS AVE AUSTIN, TEXAS 78701-1494 </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name UT Tyler Innovation Academy	Vendor ID #	Mailing address line 1 3900 University Blvd	
Mailing address line 2 Innovation Academy	City Tyler	State TX	ZIP Code 75799-
County- District #	ESC Region # 7	US Congressional District # TX-0001	DUNS # 80-018-9235

Primary Contact

First name Jeremiah	M.I. E	Last name Crow	Title Superintendent
Telephone # 903-705-4330	Email address ecrow@uttyler.edu		FAX # 903-617-6814

Secondary Contact

First name James	M.I. M	Last name Parkerson	Title Executive Director
Telephone # 903-565-5756	Email address jparkerson@uttyler.edu		FAX # 903-617-6814

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Jeremiah	M.I. E	Last name Crow	Title Superintendent
Telephone # 903-705-4330	Email address ecrow@uttyler.edu		FAX # 903-617-6814
Signature (blue ink preferred)			Date signed



1/21/14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Innovation Academy at UT Tyler requests funding to implement a research and market-based evaluation and reward system. There is a history of school districts across the United States resisting the development of teacher evaluation and reward systems that include value-added criteria and benchmarks. Research shows that student Socioeconomic status (SES) is the best predictor of student achievement (NCEA). This is a factor that is outside of the control of the school. That said, there are numerous examples of schools that serve low SES communities that perform at the highest levels. According to a large body of research (NCEA), there is a second factor that has a significant impact on student achievement that the school does have some control over and that is teacher effectiveness. There are a number of factors that impact teacher effectiveness. These include teacher preparation, both content and pedagogical; professional development; administrative support, evaluation systems, curriculum, and assessment. States and school districts have spent billions of dollars to improve teacher effectiveness with mixed results. In the cases of policies and interventions that have been developed to address teacher quality a reactive rather proactive approach is typical.

Being a teacher is an entry level position. We believe this has a negative impact on retention as teachers progress in their career. As a result, a significant number of teachers opt out of the classroom in order to advance professionally and financially. This situation is also complicated by the fact that teachers are primarily rewarded for their time of service rather than their impact. Districts will let a poor teacher go, but there is no differentiated benefit for being a very effective teacher versus an adequate teacher. The teacher just receives a step increase like their colleagues. Current teacher evaluation rubrics are heavily weighted towards PDAS Observations. PDAS is a wonderful tool but has limitations particularly in the variability in its implementation.

As a university charter, the innovation academy has designed an evaluation and rewards system that is based on the university promotion model. Professors are also entry level positions, but universities have developed a career path for professors that help retain them in the profession. There are three ranks of professor: Assistant Professor, Associate Professor, and Professor. University faculty are judged on their impact in academia through their teaching using student and peer evaluations, research productivity including articles written and cited, and service to the profession. All three ranks are classroom teachers at UT Tyler. Earning the rank of Professor is a rigorous process that typically takes 15 years. In 2012, only 11% of UT Tyler faculty held the rank of Professor. Assistant professors are given 5 years to develop and earn the rank of Associate Professor assuming they are making adequate progress on annual evaluations based upon Associate Professor criteria. 13% of UT Tyler faculty hold the rank of Associate Professor. Assistant professors must apply for Associate Professor at the end of their 6th year. If they are not successful, they are let go. For those that are successful, it takes another 7-10 years to earn the rank of Professor.

Professors must meet a higher standard for promotion and demonstrate that they not only have a local impact, but a national impact as documented by products and strong evaluations and external peer review. The university model does not provide a minimum salary schedule. There are no guaranteed "step" increments. Instead, faculty may earn merit during a given year but the meaningful financial steps are reserved for promotion to Associate Professor and Professor. This creates a pathway for faculty that retains them in the classroom and at the institution. If they leave the institution there is no guarantee that their faculty rank will be recognized by another university. The Innovation Academy has developed a teacher evaluation and promotion process that mirrors the university process. We also believe it could be modified to enhance the state minimum salary schedule and step approach.

The Innovation Academy (IA) has developed a model that mirrors the promotion process at a university. The goal is to recruit and retain the best teachers. The system is also designed to develop teachers and provide multiple opportunities to develop professionally. The system is designed to hold teachers and administrators accountable to stakeholders and provide meaningful rewards based upon Return on Investment (ROI). The ROI includes most notably student growth on state achievement measures and other benchmarks as defined by the T-STEM Academy Blueprint. The IA school model follows the T-STEM Academy Blueprint. The academy currently serves grades 3-7 adding a grade each year. Once we serve grade 9 (required to apply) we will apply for TEA STEM Academy Designation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The IA Model hires faculty in as Teachers. Teachers have a classroom career path that allows them to become what we term Master Teachers and ultimately Teacher Leaders. These ranks are similar in concept to the ranks for professors. The idea is to create a career path for teachers which rewards teachers to stay in the classroom and differentiates not only experience but effectiveness on a number of indicators. Each teacher receives a personalized professional development plan designed to improve content and professional knowledge. Each teacher maintains a professional development portfolio that includes evidence-based progress in the following areas:

1. Impact on Student Learning
2. My Content Knowledge
3. My Assessment/Evaluation Skills
4. My Technology Skills
5. My Leadership Skills
6. My Management Skills
7. My Professional Progress
8. Impact on College Readiness
9. T-STEM Blueprint Alignment

Each of the above elements require participation in the IA Professional Learning Community and objective evidence of progress on each indicator. Some examples include: Impact on Student Learning is measured by student growth on achievement measures; "My Content Knowledge" is measured using a content indexer. Teachers complete a content pre-assessment and based upon the score complete PD to improve content knowledge. Evidence of growth is a post-assessment, not simply seat time for CEP credits; "My Management Skills" are evaluated by teaching observations and video analyses of teaching using the PDAS and Reformed Teaching Observation Protocol (R-TOP). For "My Professional Progress", the IA also requires teachers to be constantly improving their preparation through required PD and Advanced Degree Completion.

Faculty with the rank of Teacher are entry level positions. These include all new hires regardless of previous experience. The Innovation Academy utilizes a different instructional model than traditional public schools and follows the T-STEM Blueprint. As a result even experienced teachers need to be re-trained to work in the academy environment. Teachers must apply to be Master Teachers within 5 years.

Faculty with the rank of Master Teacher have met the requirements and demonstrated success as a "Teacher". This means they are effective as indicated through evidence such as growth in student achievement score, growth in personal professional development, and success on the other factors in the portfolio. These teachers must also have completed a Master's degree. Master Teachers are eligible for longer term contracts. Once the rank of Master Teacher is earned, they also earn additional privileges such as Mentoring Student Teachers for UT Tyler and New Teachers for the IA.

Faculty with the rank of Teacher Leader have demonstrated not only success as a Master Teacher but demonstrate leadership ability. They have the opportunity to take on additional roles within the IA such as Department Head, Dual Credit instructor, etc. There is also an administrator level that is in place to support the system. Administrators also are evaluated and are held accountable for evidence-based decisions and supporting faculty.

The Innovation Academy is a University Charter School that serves Tyler, Palestine, and Longview. As a university charter, the academy serves also as a laboratory school. As a laboratory school, we have the unique ability to design, implement, and evaluate educational innovations longitudinally and serve as a model where other districts can come observe. Over the last two school years, we academy has been visited by over 40 school districts interested in establishing STEM Academies that utilize project-based learning as their primary instructional strategy. In addition, to examining our school practices they have looked "behind the curtain" at our administrative and support practices.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 212-804				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$105,000	\$	\$105,000	\$105,000	\$	\$	\$105,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$135,000	\$5,000	\$140,000	\$135,000	\$5,000	\$	\$140,000
Schedule #9	Supplies and Materials (6300)	6300	\$5,000	\$	\$5,000	\$5,000	\$	\$	\$5,000
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$5,000	\$5,000	\$	\$	\$5,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$20,000	\$20,000	N/A	\$20,000	\$	\$20,000
Grand total of budgeted costs (add all entries in each column):			\$	\$25,000	\$275,000	\$	\$25,000	\$	\$275,000
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$275,000			\$275,000			\$275,000
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			x .10
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$27,500						\$27,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 212-804			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher			35	\$75,000	\$75,000
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$	\$
20	6119	Professional staff extra-duty pay			\$5,000	\$5,000
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$15,000	\$15,000
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$20,000	\$20,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$105,000	\$105,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Evaluation	<input type="checkbox"/>	\$5,000	\$5,000
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$5,000

\$5,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Professional Development and Technical Assistance		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provide ongoing, job-embedded PD and Evaluation Tool development			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 3	\$125,000	\$125,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$5,000	\$5,000
	Contractor's other operating costs		\$5,000	\$5,000
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$135,000	\$135,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 212-804

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 212-804

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 212-804

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$5,000	\$5,000
Grand total:						\$5,000	\$5,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 212-804		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000	\$5,000
Grand total:		\$5,000	\$5,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 212-804

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	29	6%	Attendance rate	96%
Hispanic	42	9%	Annual dropout rate (Gr 9-12)	DNA%
White	369	79%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	DNA%
Asian	12	3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	DNA%
Economically disadvantaged	104	22%	Students taking the ACT and/or SAT	DNA%
Limited English proficient (LEP)	0	0%	Average SAT score (number value, not a percentage)	DNA
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	DNA

Comments

All data is accurate as of the Fall 2013 PEIMS Snapshot submission (10/25/13). The Innovation Academy is a new University Charter School which opened in August 2012. The school began by serving students in grades 3-6. In August of 2013, grade 7 was added. The Innovation Academy will continue to add a grade level in ascending order each subsequent school year. Demand for the school has been extremely high. The Innovation Academy has three campuses (Tyler, Longview, and Palestine). Each of these campuses doubled in enrollment from the first year to the second, and the administration is forecasting a similar increase for the upcoming school year. The most significant limiting factor to growth is facility space. The Innovation Academy is an open-enrollment school attracting students from all backgrounds. Each campus varies in its demographic make-up. The Palestine campus is almost a school-wide Title I campus, and the administration is predicting it will become school-wide Title I in the upcoming school year.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	4%	No degree	0	0%
Hispanic	1	4%	Bachelor's degree	16	57%
White	26	92%	Master's degree	12	43%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	13	46%	Avg. salary, 1-5 years exp.	\$43,115	N/A
6-10 years exp.	9	21%	Avg. salary, 6-10 years exp.	\$43,611	N/A
11-20 years exp.	5	18%	Avg. salary, 11-20 years exp.	\$43,300	N/A
Over 20 years exp.	1	4%	Avg. salary, over 20 years exp.	\$44,500	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school					67	80	103	109	108						467
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					67	80	103	109	108						467

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school					4	4	6	7	7						28
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					4	4	6	7	7						28

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Schedule #13—Needs Assessment

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy annually utilizes the T-STEM Academy Blueprint Rubric to conduct a needs analysis. In an effort to ensure fidelity to the model, T-STEM Academies use the T-STEM Design Blueprint, Rubric, and Glossary as a guidepost to build and sustain STEM schools that address the seven benchmarks: 1) mission driven leadership; 2) school culture and design; 3) student outreach, recruitment, and retention; 4) teacher selection, development and retention; 5) curriculum, instruction, and assessment; 6) strategic alliances; and 7) academy advancement and sustainability. We are an evidence driven organization. In our first year of operation we implemented our PBL Instructional Model (Benchmark 5) and collected baseline data to develop District/School Improvement plans. Our results on the STAAR assessment were not what we anticipated especially in Mathematics and on Index 2 of the accountability system. Student Learning and preparing students for college is our primary mission. The Innovation Academy in collaboration with the Ingenuity Center and faculty in the school of education spent the Summer 2013 auditing evidence from the 2012-13 school year by T-STEM Academy Benchmark. The results of that process indicated the following:

Benchmark 1: Mission-Driven Leadership: There was a need to refine our Annual Action Plan and membership on our Design Team, Leadership Team, and Advisory Board.

Benchmark 2: T-STEM Culture: The audit indicated that Benchmark 2 was largely being met and only small refinements were needed. Discipline Referrals were minimal during the 12-13 school year and the attendance rate was close to 98%.

Benchmark 3: Student Outreach, Recruitment, and Retention: The audit indicated that Benchmark 3 was met in Longview and Palestine. There was a need to improve student recruitment in Tyler.

Benchmark 4: Teacher Selection, Development, and Retention: Benchmark 4 was met but it was noted that new hires needed better preparation in Mathematics and current teachers needed professional development in Mathematics, Writing, and in Assessment. New hires reflect this need as will future hires. Current professional development is addressing this need as well.

Benchmark 5: Curriculum, Instruction, and Assessment: The audit indicated a clear need to improve rigor and assessment of PBL units. It was also recommended that our online activities for students be better aligned to state assessments. As a result all projects have been revised to better meet the TEKS for mathematics and writing. Teacher common planning time has become more structured to include instructional coaches and university curriculum experts. Benchmark assessments and classroom assessments have been revised to better provide an understanding of how well each student is achieving and growing academically. The IA also revised its student assessment system to better inform teachers and students of progress. The Ingenuity Center at UT Tyler assigned a full-time Mathematics specialist to work with the elementary level teachers weekly. Keep in mind, historically it takes 2-3 years to implement a PBL Model school due to the change in school culture and instructional practice.

Benchmark 6: Strategic Alliances: The audit indicated that this benchmark was largely met but there was a need to improve communications with parents on student progress. This has been addressed through new progress reports and training parents on how to use the online student support system.

Benchmark 7: Academy Advancement and Sustainability: The audit indicated that Benchmark seven was being met.

The needs assessment process is ongoing. As described earlier our goal is to prepare students to be not only college ready, but STEM college ready.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Instruction in Mathematics and Writing	The EEIP grant would allow the academy to incentivize teacher professional development and advancement. The program would encourage teachers to better document their efforts and analyze the results of these efforts. The documentation of these efforts would better inform the administration regarding more tailored professional development.
2.	Teacher retention	The Innovation Academy is able to recruit very talented teachers. Many of these teachers are young and require significant professional development. Additionally, the highly specialized PBL design of the academy requires specific and intense training. The academy has invested large amounts of time and resources in development, and the grant would allow promotion of teachers which would aid in retention.
3.	Teacher development	The Innovation Academy has utilized resources such as the Charter School Start-up grant to provide significant professional development for teachers. Since the model requires such specialized training, this development is a must for all incoming teachers. The EEIP would allow the academy to continue to provide high levels of teacher training during this period of rapid expansion.
4.	Building internal capacity	To date, much of the capacity to provide high level professional development has come from external sources such as the Ingenuity Center. As the academy grows, there is a need to develop this capacity internally. The Mentor/Mentee relationship that is part of the EEIP will enable the academy to develop this internal capacity.
5.	Teacher Self-Efficacy	Teachers by their very nature are motivated by intrinsic factors, but starting a new school with a new model is a very difficult process. To ensure that teachers don't experience burn-out and lose the intensity that they have, a promotion process that rewards their efforts is a must. The EEIP will allow the academy to develop that process.

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Schedule #14—Management Plan

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Mentor/Coach	This position will be an external consultant hired from the Ingenuity Center with a Master's Degree in Administration or C&I. The consultant will have extensive experience in T-STEM Academies, Instructional Coaching, Project-Based Learning, and Teacher development
2.	Project Director	This position will be internal to the Innovation Academy. The position will be a duty of the Associate Superintendent for Curriculum and Instruction. The position will have the same qualifications as the Mentor/Coach.
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop and Adopt Teacher Promotion Process	1. Complete development of promotion process	04/01/14	04/30/14
		2. Allow all stakeholders to review process	04/30/14	05/30/14
		3. Adopt process as board policy	06/05/14	06/05/14
		4. Implement promotion process	06/06/14	Ongoing
		5.		
2.	Promote first group of teachers	1. Assist teachers in developing promotion portfolio	04/30/14	06/06/14
		2. Organize promotion review committees	06/06/14	06/20/14
		3. Review teacher promotion portfolios	07/01/14	08/01/14
		4. Promote first master teachers	08/01/14	08/31/14
		5.		
3.	Establish Mentor program	1. Develop mentor training	06/01/14	07/01/14
		2. Identify mentors	06/01/14	Ongoing
		3. Provide mentor training	07/01/14	Ongoing
		4. Identify mentees	08/01/14	Ongoing
		5. Plan ongoing collaborative sessions	08/01/14	Ongoing
4.	Implement Continuous Improvement Process	1. Determine data collection needs	06/01/14	07/01/14
		2. Develop timelines for successful implementation	06/01/14	07/01/14
		3. Implement continuous improvement meetings	07/01/14	Ongoing
		4.		
		5.		
5.	Ensure Sustainability	1. Adopt plan into board policy	04/01/14	06/05/14
		2. Update academy business plan to include plan	04/01/15	08/01/16
		3. Include EEIP in school improvement plans	04/01/14	Ongoing
		4.		
		5.		

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy provides for ongoing monitoring/continuous improvement through multiple levels of the organization. At the most basic level, the faculty of the Innovation Academy are empowered to identify deficiencies and respond swiftly with intervening strategies. The schedule of the Innovation Academy is designed to allow for daily teaming time for the teachers of each campus. This time is facilitated by the teacher-leader who acts as both colleague and supervising administrator. During this daily teaming time, the teacher teams examine student performance data as well as aggregate school performance data. They design intervention strategies for students who are not making adequate progress, and they monitor student response to intervention. The data elements that they monitor at a minimum are academic performance, social and behavioral progress, attendance, and 21st century skills.

The teacher leaders meet weekly with the executive leadership of the academy, including the superintendent. The teacher leaders collect data from the daily meetings with the faculty and discuss progress with this administrative team. The administrative team monitors the data elements from above in aggregate form, monitors the interventions, and monitors the success of the interventions. The administrative team compares these data to set goals and plans course corrections when necessary. System-wide interventions are designed and the teacher leaders take them back to the teacher teams for implementation. Additionally, these data are used to identify professional development needs for the faculty and staff

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan presented for the Educators Excellence Innovation Program (EEIP) has been part of the overall plan for the Innovation Academy since its inception. The founders of the school had a vision for bringing best practices from higher education to the K-12 environment. As educators with a wide array of experiences in both K-12 and higher education, the founders designed a school to attempt to bring together the best of all their collective experiences.

Many of the elements of the presented plan are detailed in the school's charter and are a priority for school administration. Unfortunately, the challenges of school start-up and the rapid expansion of the school have slowed progress in this area, and we believe that the resources of the EEIP will allow for the full realization of the founder's vision.

The administration of the Innovation Academy has completed a cost analysis for the sustainability of the program post grant funding. It has been determined that the economies of scale that will be realized by that point will allow the academy to fund the program once the grant is complete. Part of the plan of the Innovation Academy's EEIP plan is the development of internal capacity. The plan will allow the contracted mentor/coaches to be replaced by internal capacity.

The plan allows for promotion of teachers to positions of Master Teacher and Teacher Leader. These positions will assume the responsibilities of the mentor/coach. This will not only allow for sustainability of the program, but will also allow for the promotion and retention of quality teachers.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Success	1.	Improvement on State Assessments
		2.	Improvement on Classroom assessments and project rubrics
		3.	Improvement in feedback from student and parent surveys
2.	Teacher Promotion	1.	Increases in evidence-based artifacts of teacher development in portfolios
		2.	Increases in numbers of teachers promoted to Master Teacher
		3.	Increases in numbers of teachers pursuing teacher leader positions
3.	Teacher Retention	1.	Reduction in the number of teacher resignations
		2.	Improvements in feedback from teacher surveys
		3.	
4.	Financial Return (Internal Capacity)	1.	Increase in the number of teachers who can serve as Mentors
		2.	Increase in the number of teachers serving as curriculum/PBL coaches
		3.	Reduction in the need for external consultants
5.	Dissemination	1.	Increase in the number of schools visiting the IA
		2.	Increase in the number of districts considering implementing our EEIP
		3.	Publications of our EEIP model

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data for the Innovation Academy is collected on a weekly basis, aggregated on a regularly scheduled timeline throughout the year, and communicated to the stakeholders as such. RTOP and PDAS are researched based evaluation processes that will be used to gather evidence of teacher performance and growth. Each teacher will receive at least one observation per month. Mentor/Coaches will provide and discuss feedback from the observation the same day the observation was conducted.

Student data collection will be an ongoing process. Resources include, but are not limited to access to DMAC, Skyward, Odyssey Ware, STAAR scores and project rubrics, providing comprehensive student-level academic data, including achievement results and attendance data. DMAC provides tools for the analysis of data such as student STAAR scores and benchmark tests. Skyward provides data on student performance in areas measured by classroom grading, such as homework, daily assignments, and project based learning outcomes. Skyward also assists with implementation of academic interventions along with attendance and discipline data. OdysseyWare provides data on student performance in activities during the flipped learning portion of the day. Teachers will be provided with a daily scheduled block of time for facilitated teaming. This time will be used to analyze student performance data, prepare interdisciplinary projects, and design intervention plans/strategies for struggling students (just-in-time) based on careful review of the data described above. This time will be an expectation of the daily activities and will be of primary importance ensuring that it is used appropriately each day (job-embedded).

Facilitating the daily meetings of the faculty will be the teacher-leader and Mentor/Coach. These individuals serve in both an administrator with supervisory responsibilities and a department chair/colleague. The teacher leader will provide staff with guidance on implementing the T-STEM blueprint, such as lesson planning, Project Based Learning, STEM curriculum instruction, assessment, student support and retention. The teacher-leaders will meet weekly with the charter school administration, including superintendent and project manager to disseminate this data and evaluate student and teacher performance. These data will inform decision making regarding staff professional development, support, and interventions. Obstacles will be identified and responses will be immediately implemented in the areas of student and teacher performance throughout this ongoing process each year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Executive Summary refers to the STEM Blueprint as a guiding document. Benchmark 4 in the Blueprint cites teacher selection, development and retention. Once teachers have been hired through our unique recruitment and selection process, they will go through a full summer professional development program. Part of the summer professional development program will center on best practices and curriculum development. With the Innovation Academy, instructional practices will be centered around Project Based Lessons (PBL). Instructors will be taught how to create solid PBL lessons and rubrics that incorporate and teach all TEKS within the school year.

Teacher retention will be based on numerous objective goals that will lead a teacher from a first year instructor to a Master Teacher and possibly a Teacher Leader. One of the components of a mature master teacher is to be proficient as a mentor to incoming instructors. Since all master teachers start as first year instructors they will be intimately aware of the process of teacher growth and barriers to retention. Currently as we develop the program we are using long time Master teachers within the Ingenuity Center to mentor current instructors. This coming year will start our third year in the model and we will have Innovation Academy master teachers ready to serve as mentors

It is our belief that teacher comfort level in their role and are knowledge about the process and results expected from them leads to higher the retention rates. This coupled with a dynamic positive culture that has high standards and plenty of time for collaboration and training will result in teacher satisfaction and desired growth.

Embedded within the summer professional development process are many pieces that promote leadership and growth toward becoming a master teacher. Pieces of the professional development include the Myers-Briggs Type indicator assessment, to help instructors understand personality types. We work on understanding group dynamics, using One Minute Manager and High Performing Teams. Teachers must learn to work in collaborative groups and instruct their students in group work once they get into the instructional setting. We also teach Professional Learning Communities to foster teamwork and collaboration. Other strategies taught during the summer that relates to the mentor/mentee relationship are content and standards within the TEKS, Reinforcement Theory in regards to culture, Differentiated instruction, Integrating Technologies, Blooms Taxonomy, the Flipped classroom model, the STEM Blueprint and Campus operations. The Ingenuity Center and Innovation Academy host the i2Ed conference each year which centers around cutting edge technology usage, best practices within PBL and other targeted areas. New instructors will attend each year, with the ultimate goal of being a presenter at the conference.

We want to be able to develop a first year teacher to reach the status of a master teacher within 5 years. It is our expectation that all teachers will ultimately become master teachers. The recruitment, hiring and retention process is wrapped up in the process of becoming a master teacher, since the master teacher level incorporates best practices in retaining teachers, by equipping them with all the tools necessary to be successful in the classroom and to move to the next level in their careers. New instructors will have the opportunity to observe master teachers in the classroom. Master teachers assigned to mentees will observe their charges using a rubric developed by the Innovation Academy. Since the Innovation Academy has roughly three hours of collaboration built into its schedule on daily basis. Our observation rubric and collaborations periods allow for daily feedback and collaborating on strategies and solutions for observation issues. This time also allows praise and recognition for positive practices within a group session.

Each new teacher will be assigned a master teacher as a mentor for their first two years. During this period of time, the master teacher will lead the new teacher through the process of meeting each goal to become a master teacher. Once a teacher reaches Master teacher status, they will realize a \$7500 increase in pay with the understanding that a part of their responsibility is to mentor new instructors in turn. Mentees will not receive a stipend.

Mentors will have the opportunity to observe their mentee at least once per week. Mentors will meet with the mentee on a weekly basis to go over the observation and develop strategies for needs. In addition, PBL coaches, curriculum coaches and the campus administrator will also observe the instructor at various points throughout the school year. Our commitment is to provide feedback in a timely and regular basis to each new instructor.

Each new teacher will be provided with a checklist of expectations in their career pathway to become a master teacher. The goal is to lead each teacher to become proficient in benchmarks 2 and 5 in the STEM Blueprint. Benchmark 2 addresses school culture and success for each student. Benchmark 5 addresses curriculum, instruction and assessment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As described earlier in the application, the Innovation Academy has strong connections to the UTEACH program at UT Tyler. One of the strengths of the UTEACH model is the multiple observations of pre-service teachers throughout their preparation. It is interesting that once employed new and continuing teachers in most school districts receive minimal observations. In many districts they only observe teachers for the minimum evaluation requirement. In most cases these observations are completed by 1-2 individuals, assistant principals/principals. Given the broad range of content knowledge and technological pedagogical content knowledge required to teach specific disciplines at a particular developmental level observations focus on general strategies that cut across teaching in general.

The Innovation Academy will replicate and continue the UTEACH model of observations for in-service teachers. The observation program stipulates that the teachers complete twelve documented evaluations during their teaching. Six forms document specific target teaching proficiencies, two are evaluative summaries of the proficiencies, and the last four are based off the Interstate Teacher Assessment and Support Consortium (InTASC) standards, College and Career Readiness Standards, the T-STEM Blueprint, and PDAS.

There are two primary observation protocols that will be utilized. These are the PDAS and the Reformed Teaching Observation Protocol (R-TOP). The PDAS has a long history of use in Texas schools. The R-TOP is a protocol that allows for the observation of particular skills and or interventions. The six proficiency forms and the order used allows for the supervisor(s)/observers to target different and important aspects of the teaching profession. These include observations for the appropriate portfolio elements used for evaluation as well as specialized professional knowledge to assess the extent to which individual student needs are being addressed. The following table illustrates the observation type, the observation protocol, and the person conducting the observation.

Observation	Focus	Protocol	Observer
1	Content Knowledge	R-TOP	Discipline Instructional Coach
2	Pedagogical Content Knowledge	R-TOP	Instructional Coach
3	Integration of Technology	R-TOP	Technology Specialist
5	T-STEM Blueprint: Culture-Engagement	R-TOP-Video	Instructional Coach/Teacher
5/6	T-STEM Blueprint: PBL Instruction/Rigor	R-TOP-Video	Instructional Coach/Teacher
7	Student Assessment	R-TOP	Academy Director
8/9	Meeting the Needs of Individual Students ESL/Special Education/GT, etc.	R-TOP	Academy Director
10	Evaluative Summary	PDAS	Academy Director
11	Evaluative Summary	PDAS	Academy Director
12	College Readiness	R-TOP	UT Tyler UTEACH Faculty

Observations can be done in any order deemed appropriate and necessary by the observer and/or administrative team to address concerns early. All observers and teachers will be trained on the use and analyses of observation instruments. Teachers and Observers will complete R-TOP Training. During these trainings, participants score video lessons to calibrate themselves on expectations and how to use the instrument and how to focus observations on the intended element being evaluated. Observers and teachers will compare scoring rubrics so that there is close agreement on what is expected and no surprises. Some observations are videotaped so that both teacher and observer can share in analyzing the teaching. This will also build teacher observation skills to assist colleagues. Teachers and administrators will also be trained in expectations for the PDAS, the STEM Academy Blueprint, and College Readiness. This is to assure that teachers and administrators maintain fidelity to the school instructional model. Teachers will receive up to 8 observations in the fall and the remaining observations in the spring.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy has developed a rubric that will be used to evaluate each teacher. The evidence will be housed in an electronic portfolio that was developed by the NSTA. It is customizable and allows for the uploading of artifacts. The portfolio is searchable and can produce customized reports. It also has an administrative back end that allows for monitoring and accountability.

Rubric Category	Description
*My Impact on Student Learning	<i>This category addresses your impact on student learning as measured by the STAAR, District benchmarks, and other assessments. Note: This Category is a "Power" category and no teacher can be promoted unless students are making adequate or accelerated progress. The following categories impact Student Learning.</i>
Supporting Categories	Description
My Content Knowledge	This category addresses improving your understanding of content knowledge and concepts associated with a specific subject matter content, especially in areas students are struggling.
My Assessment/Evaluation Skills	This category addresses your ability to design, implement, and analyze strategies to measure and evaluate learning. Goals in this category might also address strategies for self-evaluation and continuous improvement methodologies.
My Content Pedagogy	This category addresses improving your ability to design and implement instructional experiences using methods and strategies related to science instruction (i.e. inquiry-based learning, problem based learning, etc.). Goals associated with general teaching skills as well as curriculum concerns might also be included in this category.
My Technology Skills	This category addresses your ability to integrate technology into your professional practice in innovative and effective ways.
My Management Skills	This category addresses improving classroom management strategies, or personal management skills addressing time management, project management, or classroom organization skills.
My Leadership Skills	This category addresses your ability to improve and refine skills needed to effectively lead classes, teacher teams, and parent workshops, special projects such as textbook adoption committees, or district science fairs or school clubs.
Alignment to T-STEM Blueprint	This category addresses your ability to align your teaching with the Benchmarks in the T-STEM Blueprint, especially Benchmarks related to school culture and curriculum/instruction.
Alignment to CCRS	This category addresses your ability to align your teaching with the College and Career Readiness Standards.
My Professional Growth	This category addresses your progress towards advanced degrees, CPE's, Certifications and other areas of professional growth.

All teachers will be observed using the PDAS and RTOP instruments. Teachers will be observed a minimum of 12 times a year by a team of professionals including peers, school administrators, and university faculty. Teachers will also video tape themselves and analyze video at least twice a year with their instructional coach. Teachers will submit their annual portfolio reports and evidence such as student artifacts and other items will be uploaded in the electronic portfolio for review. When a teacher is eligible to advance from the rank of "Teacher" to "Master Teacher" a committee will be convened to review the body of work as a Teacher. If a teacher meets all criteria they will be promoted to Master Teacher. The process is the same at more advanced levels. School Administrators have a similar process aligned to the District/School improvement plan and the TSTEM Academy Blueprint.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy practices a unique school design approved by TEA. The Innovation Academy adopted a calendar in which the start date is moved back to the first Monday in August. The calendar highlights 4 nine week grading periods. At the end of each nine weeks, the students are off for the week. Teachers and staff remain and go through directed professional development which responds to specific needs during the previous nine weeks of instruction. Campus leaders and district administrators respond to the needs with collaborative meetings. The longer calendar also lessens the impact of months off during the summer. Daily operations within the academy are structured around the hybrid model approved by TEA. Students attend school from 8:00 – 12:00 each day. During this time of instruction the main teaching model is Project Based Lessons (PBL). The Innovation Academy is committed to using PBL and teachers are taught how to break down the TEKS and build a PBL and rubric that teaches specific objectives. Many of the PBL's are cross curricular and incorporate multiple cores. Teachers go through a six week professional development course that teaches them to recognize all of the elements of each objective within TEKS and build a PBL that proficiently addresses the objectives. Teachers prepare initial PBL's for the start of school each summer and create the remainder during their collaborative period throughout the year. The Ingenuity Center is recognized as a state leader in PBL and its coaches review all PBL's for rigor and compliance to TEKS.

Teachers grade PBL's through rubrics that mirror objectives within state assessments. Students are graded on a beginning, intermediate, proficient and exemplary level of mastery. Teachers disaggregate state assessments through DMAC to ensure their grading system has integrity to state assessments. All students are issued an IPAD for home use and have access to a 6000 book E-library. Once students are dismissed for the day, they continue to pursue their education through online curriculum. The Innovation Academy currently uses OdysseyWare as their online provider with some modification. The Innovation Academy uses the online curriculum as a flipped model. Students are accessing new information that will be applied the next day in the PBL unit. Students can be assessed to determine current level of understanding of the next day's topics. Students have a myriad of tools that are dropped into the OdysseyWare module. Assessment questions, videos, literature, PowerPoints, and interactive apps are all part of the days offering for a particular objective. Each teacher assesses the students time and effort each morning and determines who needs extra instruction. Stations are set up in classrooms to allow students to get individualized remediation in weak areas. After school, students can either opt to go home with their parents and work online from home, or attend one of the afterschool programs that works with the Innovation Academy to ensure lesson integrity.

The second half of the days is reserved for teacher collaboration, professional development, graduate level classes and mentor/mentee observation strategies. Each of the days are structured and targeted for the specific outcomes desired by the Innovation Academy. Teachers meet one day each week for graduate level courses offered by the University of Texas at Tyler. One day is for PBL coaches to meet with core teachers. Another day is used for mentor/mentee collaboration and personal self-development and reflection. A fourth day is used for parent interaction and a fifth for teacher collaboration around student need and curriculum. The Innovation Academy believes strongly in parental involvement and engagement in their child's education. The hybrid model employed allows for strong parental impact and involvement in the education process. This hybrid model also creates a tremendous opportunity for teacher professional development and collaboration. Teachers in the Innovation Academy are afforded almost three times as much time for planning and professional development each and every school day. This is in addition to the 10 extra days of professional development that is built into the contract year.

Future academy plans are to adopt a 7 hour day in a new campus to demonstrate that the model can work just as well on a different daily schedule. To continue to allow for teacher collaboration, the second half of the day will incorporate an emporium model. Students will be allowed to move to a larger room with multiple stations. Students will continue with group work or online flipped activities, but will have the option to access the individual stations in the room manned by tutors and facilitators. The tutors and facilitators can be University students versed in tutoring in core subjects, trained coaches that understand the PBL process, reading specialists, career counselors, and intervention specialists. This model will allow core to teachers to continue to collaborate but be readily available for special needs that may arise. Core teachers will be able to continue the collaboration as described above in the half day model.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

School design at the Innovation Academy is both unique and purposed. Each part of the design and process has been carefully thought out and tested to maximize the experience for both teacher and student. With permission from TEA, the Innovation Academy meets for four hours each day. Teachers use PBL lessons developed in collaboration with the rest of the teachers on campus. Each lesson has considered all cross curricular opportunities. Students then go home or to afterschool programs that direct them to online tools that will allow them prepare for the next academic day.

The four hour days provide the opportunity for teachers to directly collaborate for the next three hours after lunch each day. Fifteen hours of collaboration, training, professional development and assessment of student data can be realized each week. In addition, the Innovation Academy has a unique calendar, which starts the first week in August. This calendar allows students to take off one week after each nine weeks of instruction. The Innovation Academy uses this one week off with no students to give targeted professional development to teachers.

The fifteen hours available to teachers each week are used in a variety of ways. Each teacher is expected to pursue a master's degree and certifications in specialized areas. One day each week is set aside for graduate level classes taught by University of Texas at Tyler faculty. Degrees in Curriculum and Instruction are highly sought after. Teachers that already have a master's degree are pursuing principal or superintendent certifications which are also offered by the University of Texas at Tyler. Others can pursue specialized degrees as a diagnostician or counsellor. In the future, teachers can pursue master's degrees in core curriculum that will allow them to teach dual credit classes. The University of Texas at Tyler allows each teacher to take up to six credit hours each semester at no charge.

One day each week is set aside for Master PBL coaches who review PBL lessons and content to ensure rigor and integrity to the TEKS. Campus teachers are expected to collaborate on all PBL lessons and explore all cross curricular possibilities for each PBL produced. In addition teachers populate the online software with assessments, videos, literature and other tools to ensure that students have the materials they need to be successful. Teachers are expected to master the PBL and rubric process by the time they become master teachers and are given the time, tools and personal training to become successful. Successful presentation of the PBL process in a professional development venue would be the desired finished outcome for mature PBL implementation.

One day each week is set aside for student assessment data, both informal and formal. Formal assessment of student data is based on the objectives defined in the TEKS of each curriculum offered. Teachers must build their rubrics and assessment process to the point that there is integrity between their assessment of students and the state assessment offered each year. Disaggregation of data available through DMAC will allow teachers to compare their assessment on the same level as state assessments.

One day each week is generally set aside for parent outreach and communication. It is very important to the Innovation Academy that parents are fully involved in their children's education. Many teachers have dedicated this time to consult with parents and update them on their children's needs and challenges. Student committees such as ARDs and 504 committees are also conducted on these days.

The fifth day each week allows teachers to work on personal growth areas. Observations during the week will be communicated to teachers on an individual basis. Mentor teachers will meet with mentees to discuss strategies and goals to meet areas of growth revealed by observations. Mentor teachers will guide teachers through the various processes and challenges of teaching at the Innovation Academy. Subject matter can cover a myriad of subjects and applications which are determined by the observations conducted that particular week. Mentor teachers will also encourage teachers to meet the goals of becoming a master teacher. Timelines and strategies will be mutually discussed and determined to meet the goals.

In addition to the weekly embedded professional development, the Innovation Academy uses the three weeks embedded into the calendar to provide targeted training and cross-campus collaboration. During these weeks, teachers from all campus assemble in a common location to receive training and participate in district wide professional learning communities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy (IA) has developed a model that mirrors the promotion process at a university. The goal is to recruit and retain the best teachers. The system is also designed to develop teachers and provide multiple opportunities to develop professionally. The system holds teachers and administrators accountable to stakeholders and provides meaningful rewards based upon Return on Investment (ROI). The ROI includes most notably student growth on state achievement measures and other benchmarks as defined by the T-STEM Academy Blueprint. With those goals in mind, the promotion process has increased compensation associated with each increment.

The starting salary for teachers is \$42,500, irrespective of experience. The teacher is responsible for gains in student performance, attending all required professional development, and communicating with stakeholders such as students, parents and campus administration. The next level on the promotional scale is master teacher. Master teachers are responsible for T-STEM benchmarks 2 and 5. Salaries start at \$50,000. In order to achieve this level, teachers must go through a process developing a portfolio. This portfolio must be reviewed by their peers, non-IA university staff from the education department, and IA administration. This portfolio will include elements from six categories shown below. Portfolios are evaluated on four categories with multiple elements as shown. Master teachers are responsible for mentoring junior faculty and pre-service teachers.

The step beyond master teacher is teacher leader. Teacher leaders are responsible for T-STEM benchmarks 6 and 7. Salaries range from \$58,000 to \$70,000. In addition to the master teacher qualifications, teacher leaders must demonstrate leadership in relation to increasing student performance. Teacher leaders include positions such as Associate Principal, Department Chair, Dual Credit Teacher, Diagnostician, 504 Coordinator, ESL Coordinator, College and Career Counselor, Testing Coordinator, Instructional Technology Specialist and Curriculum Specialist/Instructional Coach.

The highest level of the promotional scale is the Academy Director. Academy Directors are responsible for T-STEM benchmarks 1, 2 and 4. Salaries will vary based on years of experience and performance on previous levels of the scale. Academy Directors must have an Administrative certification and be pursuing a Ph.D.

Master Teacher	Salary \$50,000	T-STEM Benchmarks 2, 5
Portfolio Elements – To be reviewed by peers, external non IA staff and IA Administration		
Mentor	Qualifications	Service
New teachers	Master's	Parent Outreach
Undergrads	Generalist	Extra-curricular/Clubs
	Specialist	Student Committees (ARD/504)
	Endorsement	
Teaching	Dissemination	Honors and Recognition
Observations	Article Publications	
Student Surveys	Conference Presentations	
Parent Surveys	Curriculum Contributions	
Peer Feedback	Action Research/Grants	
Student Data		
Pedagogical Content Knowledge Proficiency		
Responsive Research		
Teacher Leader	Salary \$58,000-\$70,000	T-STEM Benchmarks 6,7
Qualifications	Observations	Leadership
Academy Director	Salary varies	T-STEM Benchmarks 1, 2, 4
Administrative Certification	Ph.D. or in progress	

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy (IA) has a strong connection to the UTeach program, specifically with the program connected to the University. Students in this program perform observations, are observed and provided with feedback, learn how to create model lessons and gain experience through teaching in real classrooms. The Academy seeks to differentiate instruction using project-based learning and technological tools in order to break down traditional grade level boundaries. These areas are integrated into the UTeach training model within the program at the University of Texas at Tyler.

The partnership between the Innovation Academy and the UTeach program allows for the most qualified applicants to be selected from this pool of pre-service teachers. Early recruiting begins in March of each year. We advertise widely via job application boards and the local media.

Classroom teachers will provide instruction to students both face-to-face through project-based learning and online. Teachers are expected to participate in daily teaming and project development with all teachers at the campus as well as teachers at other campuses using distance technologies. Classroom teachers will be responsible for curriculum development, lesson planning, communication and outreach, classroom management, integrating multiple technologies, collaborating with colleagues, and integrating STEM (Science, Technology, Engineering, and Mathematics) disciplines. The interview process reflects these needs via a three phase program that include a ten minute Skype interview, a five minute YouTube video and a forty five minute face to face interview.

During the first phase of the process, applicants are invited to participate in a ten minute interview via Skype. Setting up interviews in this method allows for the Innovation Academy to conduct initial interviews with far more applicants than normally possible, as time and travel limitations are no longer a factor. Applicants deemed qualified to move on to the next round of the process are instructed to post a five minute video on YouTube that describes how they implement innovative practices in the classroom. This allows the IA administration to obtain a different perspective of the applicant and evaluate their technology fluency and resourcefulness. Quality applicants who transition to the third round of the selection process are required to attend a forty five minute face to face interview.

During the hiring process, applicants are informed that Teachers will be expected to participate in graduate level work, and those teachers not currently holding master's degree will be expected to be enrolled in a program as part of the compensation package. The position will be a 10 month university appointment, predicated on performance, enrollment, and continued successful operations of the charter school.

Qualified applicants will have the following characteristics:

- Appropriate grade level certification
- Ability to integrate multiple technologies
- Ability to integrate project-based learning
- Ability to integrate STEM disciplines
- Ability to organize teams and meet deadlines

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The new instructor is expected to start a pathway to becoming a master teacher. A master teacher will have met the expected goals to reach the next level in responsibility and activities. The promotion levels at the Innovation Academy are loosely based on the University model. This allows the staff at the Innovation Academy to mirror University practices in regards to promotion and retention. Instructors will follow the basic checklist as described below to be eligible to move to the Master Teacher level. Master teachers portfolios should include:

Qualifications:

- Master's degree-currently UT Tyler allows 6 credit hours free each semester for teachers to pursue their degree.
- Generalist certification- Master teachers should be able to teach all lower grade levels
- Specialist certification -Each master teacher should specialize in a core field

Teaching Experiences

- Various endorsements -expected endorsements can be GT, ESL, etc.
- Knowledge proficiency/Pedagogical content -Each master teacher will be independently tested on certification subjects and offered additional professional development to bring to proper level.
- Observations which include student and parent surveys, peer feedback and student data
- Responsive Research -Research and reflections within personalized needs.

Services

- Parent Outreach -Each teacher will keep a log of activities within their portfolio of parental outreach and involvement, developed by the teacher.
- Extra-curricular outreach and clubs -Master teachers are expected to be active participants in extracurricular activities and clubs.
- Knowledge in student committees such as ARD, 504, attendance, etc.

Dissemination:

- Article publications
- Conference presentations
- Curriculum contributions
- Action research

The next level in promotion is the teacher leader. The teacher leader must prove proficient as a master teacher and pass qualifications established by the Innovation Academy. Teacher leader responsibilities can include areas of expertise including: assistant campus administrator, department chair, dual credit teacher, diagnostician, 504 Coordinator, ESL Coordinator, College and Career Counselor, State Assessment Coordinator, Integrative Technology Coordinator.

Teacher leaders must have met and experienced all master teacher level qualifications. Teacher leaders must have specialized knowledge and training in at least one of the above areas. Master teachers must have mastered knowledge and ability within their chosen specializations. Master teachers must have presented or taught in professional development venues within their chosen specializations.

All teacher leader candidates must take leadership assessments to determine leadership capabilities and potential. The Innovation Academy realizes that not all master teachers are leadership material. The Innovation Academy strongly believes that people in the right positions maximizes potential and allow personnel the most satisfaction in their job performance. Diagnostic assessments will help the Innovation Academy administration determine which master teachers have the best opportunity for success in leadership roles.

As master teachers mature in their roles, the Innovation Academy will allow them the opportunity to intern in various roles and will observe their interaction with others and how well they handle various situations. Observations will be made by a myriad of administrative personnel, such as the superintendent, PBL specialist, curriculum director, current teacher leaders and campus administrators.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy is not requesting a waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

The Innovation Academy is not requesting a waiver.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy is not requesting a waiver.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy is not requesting a waiver.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All schools have a critical need to recruit and retain quality personnel. Once personnel are hired it is our responsibility to develop them professionally so they are successful and value added. The current school environment and teacher contracts are structured in a way that is too often counterproductive to the development of successful and highly effective teachers leading lack of retention. For example, new hires receive minimal training prior to beginning their positions. Typically districts provide one additional week of PD to new teachers. Once school begins these teachers may receive limited mentoring and in many districts they only receive PD on the set aside PD days the district requires. These PD days meet the required 150 hours (teachers) and 200 hours (administrators) for certification for each 5 year period. In comparison, business and industry spend more time training and professionally developing employees. In addition they receive more feedback from their supervisors. This lack of investment on the part of school districts in developing professional faculty leads to retention problems and low morale. In contrast to the prevailing system and more aligned with best practices in business and industry, the Innovation Academy currently provides six weeks of professional development for new teachers. Additionally, the Innovation Academy provides intense job-embedded professional development on an daily basis as well as strategically planned professional development weeks throughout the school year.

The Innovation Academy seeks to implement a model evaluation and promotion system that not only rewards highly effective teachers but builds a culture of professionalism that will maximize retention and morale. As a new school district there are a number of challenges that must be addressed in implementing the proposed system.

First of all, the rapid growth of the Innovation Academy presents a number of fiscal challenges. Some of these challenges have been addressed by the structure of our school day, professional development expectations, and our collaboration with the university. Our rapid growth has challenged us to keep up with facilities to meet our student demand. Over time the facilities will become "right-sized". In the meantime assistance is required to fully implement the proposed evaluation and promotion system.

The Innovation Academy seeks to provide each student with a teacher that can maximize their opportunities and be college and career ready. This includes an individualized learning plan for each student. If we are serious about meeting the needs of individual students, we must also be serious about meeting the individualized professional needs of every single teacher and administrator by developing the same evidence-based culture that we expect for students.

There is a need to develop the culture and supports to implement a "value-added" system. We also want to avoid the upheaval that was in the media when states like Tennessee implemented value-added evaluation. This includes the use of an evaluator to examine and evaluate the model as it is being implemented. The evaluator can help identify the "best" practices to refine the system during implementation. The evaluator will also help disseminate generalizable practices that can be replicated outside of our particular setting.

Given the evaluation and promotion plan presented we currently only have personnel with the rank of "Teachers" and "Academy Directors" (i.e. campus administrator). We do not have any faculty with ranks of Master Teacher or Teacher Leader. That said, the Ingenuity Center currently provides some assistance to the Innovation Academy in the areas of Mentoring and College Readiness. These services come with a cost and the IC can fulfill the mentoring role until the first "Teachers" are ready to be promoted to Master Teacher. This will also provide faculty with the same supports they would be expected to deliver once they are promoted.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The integrated timeline for the anticipated steps are as follows:

- April 2014- Identify personnel to be used as coaches in the Program. Identify various components to be used in the program, such as leadership assessments, mentors, rubrics for observations, etc.
- April – June 2014- Identify and hire new teachers for the coming year and communicate to second Year teacher expectations and mentor assignments.
- June 2014- Start summer professional development for all new teachers incorporating Strategies and program components already identified in the body of the grant.
- August 2014 School starts with all new teachers having mentors assigned and collaboration periods structured.
- August 2014-May 2015 Graduate level classes ongoing, mentor/mentee relationships established and Ongoing. Collaborative periods structured and ongoing.
- August 2014-May 2015 Four weeks of professional development embedded in the school year at the end of each nine weeks of instruction.
- April – June 2015- Identify and hire new teachers for the coming year and communicate to second Year teacher expectations and mentor assignments.
- May 2015 Review of portfolio of second and third year **teachers** to determine if they have met basic requirements for elevation to master teacher level. Those that have met requirement will develop action plan and timeline with mentor teacher to fill portfolio.
- May 2015 Review of portfolio of **master teachers** to determine those who have met basic requirements for teacher leaders.
- May 2015 **Teacher Leader** portfolio review
- June 2015- Start summer professional development for all new teachers incorporating Strategies and program components already identified in the body of the grant.
- June 2015 **Teachers** who have been determined to have portfolio requirements will undergo review by peers, administration and external University reviewers.
- June 2015 **Master teachers** who have been determined to have portfolio requirements will take leadership assessment tests.
- June 2015 **Teacher Leader** review by peers, administration and external University reviewers
- August 2015 School starts with all new teachers having mentors assigned and collaboration periods structured.
- August 2015-May 2016 Graduate level classes ongoing, mentor/mentee relationships established and ongoing. Collaborative periods structured and ongoing.
- August 2015-May 2016 Four weeks of professional development embedded in the school year at the end of each nine weeks of instruction.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 212-804

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the Innovation Academy's EEIP is part of the original vision for the school, there is wide-spread support for the program. As previously indicated, the challenges of school start-up and the rapid expansion of the school have prevented the administration from being able to fund and implement the vision of the program.

The administration of the school has shared the vision for the program with every teacher and administrator in the district. Teachers and administrators have been and will continue to be involved in the development of the program including the summative portfolio and the evaluative rubrics used within.

The vision for the program has been shared with the school board, and efforts are being made to take the elements of the program and adopt them into school policy. This is not only an indication of support, but it represents a significant component of sustainability.

As further evidence of broad scale support, this application was developed by a committee with broad representation. In addition to the Superintendent of Schools and the Executive Director of the Ingenuity Center, the committee included representatives from teachers, higher education faculty, higher education administration, parents, and school administration.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Innovation Academy's EEIP will be a district-wide implementation. All campuses and all teachers will participate in the program. The program is part of the original vision for the academy, and all teachers support the program and will participate.

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